Reflect on the data:

**Team to Teach Tool 5.3- Reflecting on the Data** (use Tool 5.1 for data resources)

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| **Question** | **Answer** | **What other info. do we need?** |
| 1. What sources of data did we examine? | ARMT, SAT-10, SF Unit assessments, and SF weekly Progress Monitoring fresh reads, and iNOW attendance |  |
| 2. What parts of these data really caught our attention? | Six of the ten identified are Resource students. On the SF unit assessments, five of ten students are making gains and the remainder are holding steady. Of the four students who scored level II on the ARMT in grades 3-6, three are Resource students. |  |
| 3. What parts of these data encourage you the most? | It is encouraging to see that very few students scored non or partially proficient on the ARMT and on the SF unit assessments, all identified students are scoring at grade level. |  |
| 4. What parts concern you the most? | Fluency is a concern. This seems to be a weak area for students. Focus will continue to be on building fluency in Tiers II and III. |  |
| 5. What differences, if any, are there in grades, attendance, and behavior among our students? | One of ten students has an attendance problem. Overall, there seems to be no differences in any particular area. |  |
| 6. Do some groups achieve at higher levels than others? | Some students scored higher in math on the ARMT. |  |
| 7. Which students are not working to potential? What evidence is there that students who were given more challenging work also achieved more? | Student 4 and 9 are not working to their potential due to interference #6. | Walkthrough observation data |
| 8. Which groups appear to need instruction more tailored to their learning styles? | All students need instruction more tailored to their learning styles. |  |
| 9. What other questions does this data raise for you? | Are we providing enough rigor in instruction? | Continue walkthroughs to monitor instruction. |
| 10. What are the implications for what our professional learning team should focus on this year? | Our focus this year has been monitoring student interferences and explicit instruction. |  |